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ABSTRACT

Papers presented at a roundtable session at the 1986 International Federation of Library Associations (IFLA) conference consider current research in reading. They include: (1) "Bibliopsychology--The Contribution of a Study of Temperament" (R. O. Linden, Japan), which examines research on the impact of communication media on the fundamental strata of human nature; (2) "New Achievements in Reading Research in the People's Republic of China" (Guiyuan Peng, China), which summarizes trends in Chinese library development, including enhanced library functions, multi-series and multi-level services, the development of information processing, and increased resource sharing and network information transfer; and (3) "The Studies of the Youth's Reading in the Soviet Union" (V. D. Stelmakh, USSR), which considers current research in the reading habits of youth, presents data on studies conducted in the USSR, and discusses some problems and prospects for future research. (KM)

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IFLA

1986

IFLA GENERAL CONFERENCE, TOKYO

Division: Education and Research

RT Research in Reading

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Bibliopsychology:

The contribution of a study of temperament

by

R. O. LINDEN
Ibaraki-Ken, JAPAN

K E Y W O R D (S):

Temperament
Bibliopsychology
Lay observation
Waldorf Schools
Japanese language
Questionnaires
Reading experience

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105

Remarks:

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Librarians have now fully entered upon an era in which they need to be concerned not only with the acquisition and storage of media of communication, and their due supply to those requiring them, but with the psychological effect such media may have on those users. For present purposes this era could perhaps be accepted as starting with the publication of Nicholas Roubarkine's Introduction à la psychologie bibliologique in Paris in 1922. For more recent publicizing, discussion and application of the findings of Roubarkine's work we are greatly indebted to the researches of S.Simsova.(1) (2) If, however, we examine Paul Otlet's definition of Bibliopsychology (or Bibliology, his preferred term), namely that it is 'concerned with the study of mental contact between authors and readers by means of books',(3) then I think we can see that he is in fact describing a very general area of study, which is wide open to further conceptual and investigative activity, whether undertaken by librarians, psychologists, educators, or indeed anyone else, and whether singly, or in collaboration. Such further investigation, quite apart from its interest for librarians, could have a contribution to make to the ongoing debate among psychologists and literary and linguistic experts as to the 'real' relationship between text and reader; an expanding pre-occupation of our time.(4) For librarians, a further consideration of a more ethical kind is that the impact of communication media, in quantity and complexity, is now such that it is becoming vital for us to be more sensitive to the influences they can exert on the really fundamental strata of human nature.

Temperament in the human being offers itself as an appropriate area of study in connection with a developing Bibliopsychology because it indeed does refer, as it has done since ancient Greek times, to fundamental strata in human nature-such strata being, since World War II, the subject of accelerating research activity, much of which is at least partially relevant to an informed librarianship.

We can, for practical purposes, distinguish 4 sources of information as to the nature of temperament, characterised by the British psychologist, H.J.Fysenck, as a 'stable and enduring' component of personality:(5)

1) The era preceding that of modern experimental psychology (6)(7)
2) Experimental and investigative psychology itself, said to take its rise in the nineteenth century(8)
3) Clinical and psychiatric practice, as distinct from investigative psychology (9)
4) Direct observational data (Life data).

All of these sources are to an extent inter-related: the work of H.J.Fysenck, for instance,has both experimental and clinical aspects.(10) The last source can be seen as supplementary or complementary to the others, and has its own special value. This

is because there is a divergence of view among professional psychologists as to just what temperament actually is, although there is a measure of agreement on certain essentials. Since the time of Galen (129-c.199A.D.) 4 basic temperamental types have been discerned: Choleric, Melancholic, Phlegmatic and Sanguine, but there are, of course, variant typologies.[11] [12] There is, however, general agreement as to the durable nature of temperament, that it governs behavioural style[13] and that a certain group of characteristics or traits can be associated with each type of temperament.[14] [15] Beyond this point, there are variations in interpretation and hence type of survey instrument.[16] There also appear to be serious problems in connection with the interpretation and conceptualization of certain constituent specifics of personality, e.g. rigidity as a quality of behaviour, on which there are directly opposed theories.[17]

Such differences of view can be seen both positively and negatively. From the negative angle it would appear that there is no scientific consensus on what amounts to a fundamental aspect of personality. On the other hand, the situation also points up the desirability for the utilization of forms of 'Lay Observation' (that is, observation by non-professional psychologists in non-controlled situations), which can hopefully serve to complement the scientific endeavour. The advantage of Lay Observation is that it need not suffer the restrictions that are a necessity for truly scientific procedures, choosing altogether less formal methods of observation that appear now to be increasingly valued by researchers themselves;[18] and its findings can be used as 'raw data' for scientific enquiry at a later stage if desired. It has to be said that distrust of 'everyday observation' in the past has led to ever more sophisticated research strategies with inherent and predictable pitfalls, and, at the end of the day, residual confusions.[19]

One possible basis for a kind of Lay Observation of temperament can be derived from experience gained by teaching staff at Waldorf Schools, originally founded in Stuttgart under the guidance of Rudolf Steiner at around the time that Roubarkine must have been working on his Psychologie bibliologique.[20] Waldorf pedagogy (now a world-wide method) is based on the premise that temperament is an important factor in the learning process, and must be worked with rather than resisted by undue discipline. Knowledge of temperament gained in practical classroom situations can offer a usefully contrasting picture to theories stemming from quantitative studies such as those of Eysenck and others. At the same time there is an even more important consideration. Teachers in Waldorf-method schools depend upon intuitive understanding of the children in their care, which comes in part from a grasp of their own temperament and its likely effects upon others (something we all need to recognize in ourselves). Such intuitive understanding, it is suggested here, can make a distinctive contribution to the 4th source of information on temperament that has already been mentioned. Moreover, it is a type of observation that parents, co-operating with teachers, can very suitably undertake.

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A Preliminary Experiment It was with such considerations in mind that a tentative study was undertaken by me in Britain, with the help of a group of parents and teachers, of a sample of 120 children aged 7-10, the children all being from state schools in the Birmingham area (with one exception, as one private school was included).[21] It is emphasized that no scientific status is claimed for the outcome of the study; all that is claimed is that the project represented an attempt to involve a group of teachers and parents, operating quite independently of each other, in day-to-day observation of the same children, using, at least in part, an innovatory observation schedule based upon Waldorf-type assessment of temperaments. The general aim of this exercise in Lay Observation, if I may so call it, was (a) to establish to what extent a joint observation study was feasible and realizable on a briefed but totally unsupervised basis in situ; (b) to establish what measure of agreement appeared to emerge as to possible predominant temperament in each child jointly observed, and what measure of consistency each observer showed in infilling the questionnaire; and (c) to amass diary-type data as to the reading said to have been done by each child reported.

Children aged 7-10 were chosen as subjects because this is seen as an extravert age group, taken as a whole,[22] in which, as a consequence, qualities of personality can be expected to be displayed fairly openly in normal behavioural situations, and can hence be observed relatively easily and without the child being aware of the fact; also, this is the age group in which children begin to engage in personal reading, and where personal items of reading can offer clues as to potential inner reading experience ('climate') according to temperament. It can be added that, in view of temperamental change at age 9 or so[23] the temperament that appears to apply can possibly be seen as a prognostic for the succeeding one in adult years.

The questionnaire used was designed and applied in full awareness of the extensive literature dealing with the limitations of this kind of survey instrument, such as that on 'response set'.[24] It comprised two lists of traits that were intended to be complementary. The first (A) was a list of so-called 'secondary traits' as derived by Eysenck by a large number of factorial analyses following administration of the Eysenck Personality Inventory, which has both Junior and adult versions.[25] It must be made quite clear that these trait descriptions have, so far as I know, not been used byEysenck as direct observational cues, since they are the outcome of detailed investigative analysis rather than an instrument to achieve it. However, the purpose in using them was simply to see to what extent they could, in themselves, be used as observational cues in the circumstances envisaged, while at the same time acting as a sort of 'anchor' stemming from experimental psychology for a list of a completely different sort (B), based on characteristics of style of speech, movement and gait, together with certain associated qualities of personality.[26] Unbeknown to the observers involved, there were in each of the lists 8 qualities attributable to each of the 4 temperaments (Choleric, Melancholic,

Phlegmatic, Sanguine), making a total of 32 for each list, and accordingly a total of 64 in all. Children for survey were chosen randomly from class registers, up to a maximum of 5, so that no teacher had more than 5 children to report on. Parents reported on their own child. All parents and teachers taking part were volunteers.

Findings of the Experiment The main interest was to discover what measure of agreement was evident between the two observers as to what predominant temperament appeared to exist (please note, a double qualification). Levels of Agreement were therefore devised, as follows: Level 1 Agreement applied where there was agreement on Apparent Predominant Temperament (APT) between parent and teacher in their individual reports, on traits commonly reported (TCR) and on traits reported in total (TTR). Level 2 Agreement applied when there was agreement on APT based on traits commonly reported (TCR) and traits reported in total (TTR). These two levels taken together accounted for 48.03% of the sample. Level 3 Agreement applied when there was agreement on traits commonly reported only (TCR). However, if Level 3 is aggregated with the 2 top levels on the grounds that all 3 show agreement on traits commonly reported, this brings the figure representing a measure of agreement to 63.17% of the total sample, a far from discouraging result in the circumstances in which the experiment was (deliberately) conducted.

It was found that observers experienced less difficulty with the 'Eysenck' List (A) than with the innovatory List (B). Movement and gait styles, for example, could certainly not easily be observed in crowded classroom conditions, and both teachers and parents appeared to be relatively unfamiliar with these particular characteristics and their observation, which indeed call for special sensitivity in correct assessment.(27) (28) Despite difficulties encountered in conditions of observation, there were very few cases of complaints in completing the forms, although every opportunity was given to make them. On the contrary, most comments freely given were helpful and informative. The problem was to be inferred, rather, from the infill of the lists, each of which called for a simple YES/NO response. For List (A) the overall average for traits reported was 9.00 (as against a postulated norm of 8), whereas for List (B) the average was only 7.24 (as against 8 also). The average number of traits commonly reported per child was, nevertheless, slightly up on the expected norm: 8.45 (again, as against a postulated norm of 8). A standard Z test applied to the Level 1 Agreement statistic revealed a statistically significant degree of agreement between parent and teacher at the 3% level. (A full summary of statistics relating to the Preliminary Experiment is available). In line with expectations the results overall showed that the Sanguine temperament was the most prevalent temperamental category, followed by the Phlegmatic.

Discussion It was reassuring to note that no 'irreconcilable' temperaments emerged from the individual reports, e.g. there were no Melancholic/Sanguines or Choleric/Phlegmatics- temperamental combinations that would be dissonant on 2 dimensions

simultaneously, according to the Eysenck classification. For instance, the Melancholic is Unstable and Introvert, the Sanguine is Stable and Extravert[29], and this would amount to a virtually impossible constitutional combination. The more 'normal' combined temperaments certainly did emerge (again, designated Apparent Combined Temperaments (ACT)), namely Melancholic/Phlegmatic (both introvert), Choleric /Sanguine (both extravert), and Phlegmatic/Sanguine (both stable). The other aspect of consistency in which there was special interest was the degree to which List (B) reporting supported that of List (A) in revealing an apparent predominant temperament. Here it was found that, in something like 75% of cases, and for reasons already indicated, List (A) was the primary means of revealing the temperament, with List (B) reporting acting in a supportive role.

In addition to the reporting in terms of the 2 lists, parents and teachers were requested to give their own comments on the child and also to note down titles of books that the child was known to have read and enjoyed (the latter being done, so far as possible, without direct questioning of the child). As a result of this, a large body of diary-type information was gathered and analyzed in reference to the apparent temperaments reported.[30] It is important to bear in mind that reported book titles were seen as indices to potential temperamental experience (climate) at time of reading, but not as items chosen as a direct function of temperament.

To date, no comparable experiment has been carried out by me in Japan. What, so far, has been attempted has been a simple trial-run with a Japanese Language version of the Questionnaire as used in Britain, prepared with the assistance of Professor S. Takeuchi (of the University of Library & Information Science) and of Professors Joseph and Chihoko Moran (Oxford University, England). The Questionnaire has been used by parents (only) of a small sample of some 50 Japanese children of comparable age to those in the British study. As in Britain, observers co-operated extremely well in the completion of forms, often with very full 'free' comments on their children. At this stage, only one further general point can be made, but it could be important: the average figures for trait infill were not too dissimilar from those elicited in Britain: an average of 7.93 for List (A) and 6.26 for List (B), the latter figure also revealing relative difficulty in infill, and doubtless for similar reasons to those obtaining in Britain.

Perhaps I might comment further on the List (B) problem, as it has been the aim of this kind of survey to build up 'experiential' knowledge of temperament, for which one needs, in my view, an instrument somewhat different in kind from those used in formal investigations (such as,e.g., the cross-cultural study that has already been conducted in Japan by S.Iwawaki in conjunction with the Eysencks[31]). The latter are necessarily based on very large samples, if conducted on the Eysenck model, and use a formally administered and controlled 'inventory' of questions. With regard to the former, my comment is that Japan is, perhaps, a particularly appropriate place

for what I have called 'Lay' or 'complementary' observation of temperament. The reason is that the Japanese people are very sensitive, culturally, to gestures and body-movements and other forms of non-verbal communication. They have a belief that what springs from intuition is a better form of inter-personal communication than words themselves, especially for the expression of feelings. Intuitive responsiveness being thus part of their culture there could exist a very favourable environment for the appreciation (a more appropriate term than 'observation' for this particular awareness) of temperamental phenomena, which are found by teaching experience to be more authentically conveyed by gestures, by style of walk and speech, and by body movement generally.(32) (33)

The main issue for successful lay appreciation of temperament, then -clearly encountered in my own study- is that of finding the best way of embodying this kind of intuitive approach without over-scheduling the circumstances that enable such study to take place. It is difficult to canalize the intuitive capacity that most human beings, often quite unconsciously, possess. Needless to say, we do not conduct our social relationships with others, whether within the family, the school, the professional context, or elsewhere, by means of questionnaires or schedules. It is a fact that perhaps the majority of our judgments and assessments of others in daily life are arrived at on an inferential general impression basis in which we strive for some sort of unity of perception.(34) In speaking of a 'complementary' source of information on temperament, therefore, it seems rather more necessary to ensure sensitivity in the human observer than to struggle for sensitivity in any observational schedule. This remains a matter for further discussion and study.

But one thing seems clear. Reliable data for this 'complementary' kind of appreciation requires a fairly long period of association with the child or adult being observed. One month was allowed for observation during the experiment described here, but this was regarded as minimal. However, time in itself is not necessarily the most important consideration: the mode of observation, the whole approach of the observer, is no less important. The longitudinal study is now a feature of certain investigations of temperament, as in the New York Longitudinal Study,(35) but these reveal their own problems which can be attributed to the starting concept or paradigm.(36) If one starts, for instance, with the notion that temperament results 'simply' from a sort of inter-action of genetic factors on the one hand and environmental factors on the other, one later encounters undeniable features of temperament, stemming from the individuality at the adult stage, that cannot adequately be explained by either (although they certainly can be explained in accordance with the concept of temperament put forward by Rudolf Steiner(37)). Formal research, in fact, seems to rely too heavily upon the idea of environment, which remains a highly inexact concept.

But the position seems to be that temperament is currently recognized, not as some primitive speculation in need of re-structuring at the hands of experimental research (although this has been suggested), but as an undeniable phenomenon

governing behaviour. Success in recording and communicating its various manifestations, however, depends upon our particular conceptualization of it, and our quality of response to it. Yet a proposition that would seem to have general acceptance is that any given predominant temperament appears to be activated toward the environment (whichever way we define it) in respect of similarities to itself -or, if one is a committed environmentalist, in accordance with what is called 'goodness of fit'.[38] The temperament will react favourably towards similarities; by contrast, it will respond negatively to, or withdraw from, stimuli that run counter to its own disposition.

The question of Reading Experience If we now consider reading experience (as opposed to reading choice) as a factor in the general life situation, and whether within a specific learning context or otherwise, the temperamental response may be found to resolve itself into two aspects: (a) the degree to which temperamental reaction gives a particular direction, colouring or climate to what is experienced through the act of reading, and (b) the degree to which temperamental disposition will, or can, govern choice on an affinity/ non-affinity basis.[39] Relating the question of textual presentation to this, we can, for immediate purposes, conceptualize the adult reader (who has a more fixed, individualistic temperament, compared with the earlier child's more mobile temperament) on the one side and the text to be read on the other, and there is a kind of 'gap' in between, not unlike that posited by T. Todorov in discussing 'Reading as construction'.[40] Something has to 'cross the gap' and when it does a sort of inter-active field is set up. By way of illustration let us isolate just 3 ways in which text, taken as a whole, can be studied and measured in its effects:

1) Length, per unit of text, in number of words or characters (a measure used, for example, in speed versus comprehension tests, as in the case of De Leeuw[41]

2) Data density per unit of text (a 'Datum' can here be defined as a distinct and distinctly presentable, item of information that can be so processed, and that needs to be processed, recalled or reproduced accurately)

3) Type or theme of text (as used for the categorization of works of fiction, etc.)

The above have been singled out simply because they are examples of demonstrable measures -admittedly both an advantage and a limitation. Obviously there are all manner of other ways in which we can categorize or study textual material. One of the least tangible while at the same time potentially one of the greatest significance, is the style factor (quite probably a form of inter-temperamental activity operating at remote level, and conforming somewhat with Otlet's definition), but it is here that one begins to border on the imponderables that tend to proliferate once one engages in theoretical constructs as to the text/reader relationship-and as exemplified in the work of Wolfgang Iser.[42]

Staying with our 3 very elementary textual measures, and associating certain

experimentally-or experientially-known characteristics of temperament with them we can hypothesize as follows as a possible basis for further investigation, whether interdisciplinary or otherwise:

Length of text The melancholic temperament shows a subtractive tendency[43] and is always looking towards the conclusion of any given task, and the resulting relief from exertion. Accordingly, the temperament may be found to prefer shorter units of text to longer ones, with all this may imply for concomitant fatigue and loss of concentration when confronted with lengthy assignments. Incidentally, and as a balance to this, the temperament may worry less about individual sentence length insofar as this may be the outcome of intellectual thought processes, with which the temperament has an affinity due to its introspective nature: it comes within Eysenck's Neuroticism (N) dimension. On the other hand, the phlegmatic may be found to be altogether less concerned with text length as such, due to the additive tendency of the temperament.[44] The choleric (divisive in mode)[45] and the sanguine (multiplicative in mode) share the Fxtravert (F) dimension in the Fysenck classification. Both may tend to be quick and impulsive readers rather than slow and careful. Of the two, the choleric may be found to be rather less tolerant of the discipline exacted by the printed page, and both temperaments will probably 'skip', consciously or unconsciously, due to impatience with sheer text length.

Data density The temperament with the best capacity for absorbing, handling and recalling data appears to be the phlegmatic, who often performs feats of apparently effortless memory in this connection. This may be due to the strong stability in his make up, which makes for great thoroughness and devotion to task.[46] His partner in stability, however, the sanguine, is, by contrast, extremely careless and 'airy' about factual detail -again due, perhaps, to the strong Fxtravert tendency.[47]

Type or theme of text As applied to fiction particularly, this is one of the most commonly-researched aspects in connection with declared or monitored reading choice as opposed to reading experience (an important distinction we have noted). It has been well-established, for instance, that children will show similar reading tastes at given ages or stages, or within given social settings,[48] and that some children are voracious readers and will 'read anything'. There is indeed a conformist period of childhood, which can extend from age 5-9 or beyond, in which there is a strong prevailing sanguine streak even if it does not amount to a prodominant temperament.[49] But in the years following age 9-10 a change in predominant temperament is likely[50] and as a consequence a more individualistic reading pattern may begin to emerge and continue into the adult stage. It is at the near-adult stage that what we might call the key pre-occupation of the succeeding adult temperament may assert itself. Briefly, the problem of suffering in all its aspects will draw the melancholic; the phlegmatic will absorb himself in subjects and activities offering a firm factual content; the sanguine will be looking for variety and change of theme rather than for depth and

achievement, and for material that is authoritative in tone and approach. Clearly these general pre-occupative indications will be modified by circumstances and particular interests, but they may well be found, nonetheless, to colour and condition them.

Relationship of temperament to reading activity The question as to the 'real' relationship between temperament and reading activity is such that it cannot be either conveyed or dismissed in simplistic terms. Temperament essentially refers to an inner constitutional and dispositional state that rules in some way in all of us -is influencing you all as you listen to this paper now- and is responsible for behavioural style (Thomas's 'the 'how' of behaviour'). Professional librarianship should not draw too readily upon a demand-supply tradition, and thereby be misled into reducing the temperamental dynamic to a sort of crude matching exercise in which types of text and types of temperament are seen in a facile one-to-one interface. Such an approach could only produce a barren and wholly undesirable form of reader service. Perhaps the important thing is that the library profession as a whole, and internationally, should develop an informed awareness as to the realities of personality presented by the different temperaments, their characteristics and susceptibilities, and should, in principle at least, support further enquiry and research into this area -as is, in any case,being done by investigative psychology itself, advancing as it has,not only into cross-cultural studies,but into possible commonalities between oriental and western temperamental groupings.(51)

As already suggested, it appears desirable that enquiry should proceed at the informal (or 'Lay') as well as formal levels. Each level can have its own contribution to make to the many questions that need further clarification, a point implied by the psychiatrist W.Carey, who notes the deficiencies that are becoming salient in professional investigative work; indeed, it would appear that no longer can a really clear line be drawn between 'professional' observers on the one hand and 'lay' ones (such as parents) on the other. Often it is assumed that the scientist must be 'right' and the layman 'wrong' if only because he is uninformed as to the methods of science. But science can take its own wrong turnings.(52)

Temperamental categories should not be viewed as unalterably categorical. Every human being has all four temperamental strands in his constituional make-up and will experience all of them at different times and stages in life. However, one of the four strands (occasionally 2) will tend to predominate -a process that may 'harden off' on the attainment of the adult temperament. Two points are of interest in connection with combined temperaments in children. One is that the 'undertow' temperament may possibly be the indication of the adult temperament to follow. The other is that the combined temperament may be found to have qualities that are characteristic of the contributing temperaments considered individually. The

qualities of Liveliness and Concentration, for example, often regarded as somewhat irreconcilable, could be found united in a single combined temperament- a possible explanation of a recently reported study of motivation.(53)

To conclude, temperament should take its place, not as an over-riding consideration, but as one of the variables that should be studied as a contributory factor to the complex of behaviour inherent in the reading and learning process. Yet an important point made by Witkin(54) and in a different way by Steiner(55) is that the human being must be studied as an entity, for it is as such that we all live, move, and have our being. Nevertheless, just as Witkin's field-dependence can be taken as a signal for a particular type of cognitive functioning, so temperamental disposition (whether seen by an Eysenck, a Thomas, a Carey or a Steiner) can signal a particular type of dispositional functioning. Due recognition of this fact, and its psychological ramifications could, it is suggested, provide a further step in what we have come to call Bibliopsychology. Much more importantly, it could bring a new dimension into the practice of advisory, educational and therapeutic librarianship.

R.O.Linden

Typescript completed 15/2/86

Attachments: ~~Questionnaire sample~~ → available on request from the author
Summary table of statistics

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STATISTICS - SUMMARY SHEET

N = 152

SAMPLE/SCHOOL	B	C	H	L	N	R	W	TOTAL		NORM	(POSTULATED)
AVERAGE REPORTED TRAITS - LIST A											
TEACHER	7.58	8.66	8.93	7.20	11.20	10.70	6.37	8.66		8	
PARENT	9.62	8.26	8.00	9.66	10.80	9.80	9.29	9.35	9.00	8	+
AVERAGE REPORTED TRAITS - LIST B											
TEACHER	5.35	7.06	7.33	6.31	8.00	8.40	4.42	6.78		8	
PARENT	8.50	6.26	6.42	7.86	8.40	8.40	8.00	7.70	7.24	8	-
AVERAGE NUMBER TOR	7.08	8.40	10.21	7.69	8.60	11.40	5.79	8.45	———	8	+
AVERAGE NUMBER TIR	17.02	13.46	10.28	15.63	21.20	14.50	16.50	15.51	———	16	-
AVERAGE NUMBER TYR	24.10	21.80	20.50	23.32	29.80	25.90	22.29	23.96	———	24	-
AVERAGE TOR	31.08	30.20	30.70	31.02	38.40	37.30	28.08	32.40	———	32	+
LEVELS OF AGREEMENT:	%	%	%	%	%	%	%	%		%	
LEVEL 1	27.08	26.67	57.15	36.11	00.00	30.00	29.17	31.58			
LEVEL 2	16.67	6.66	7.14	25.00	20.00	20.00	12.50	16.45	48.03 ———	50.00	-
LEVEL 3	18.75	20.00	7.14	19.44	20.00	10.00	4.16	15.14			
LEVEL 4	29.17	26.67	28.57	13.89	20 00	20.00	45.84	26.97	42.11———	35.00	+
NAPT	8.33	20.00	0.00	5.56	40.00	20.00	8.33	9.86	9.86 ———	15.00	
	100.00	100.00	100.00	100.00	100.00	100.00	100.00		100.00		

DISTRIBUTION BY TEMPERAMENT

ALL SAMPLES - LEVEL 1	C	H	P	S	C/S	H/P	P/S			
LEVEL 2	1	0	17	15	5	0	10	= 48	31.58	33.33
	0	0	7	8	2	1	7	= 25	16.45	
	1	0	24	23	7	1	17	= 73	48.03% of Sample.	
LEVEL 3	0	1	5	13	1	0	3	= 23	15.14	
LEVEL 4	1	1	10	10	10	2	7	= 41	26.97	
	1	2	15	23	11	2	10	= 64	42.1% of Sample.	

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101-READ-2-E

NEW ACHIEVEMENTS IN READING RESEARCH IN THE PEOPLE'S REPUBLIC OF CHINA

by

PENG Guiyuan
Library of the Chinese Academy of Sciences
Beijing, China

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NEW ACHIEVEMENTS IN READING RESEARCH IN THE PEOPLE'S REPUBLIC OF CHINA

Library is the place where various media of knowledge stored. It is the centre of human civilization. During the long progress of history, peoples in different times have drawn nutriments and inspirations for further developments and have enriched the library collections with tremendous records of their discoveries and activities.

In different periods of the cultural history, the Chinese libraries have contributed a great deal, especially in literature-collecting, cataloging and preservation, while little attention was paid in readers service. In fact, it was not until the recent decades that readers service began to be recognized with the development of the democratic movements.

After the founding of the People's Republic of China, the government formulated policies for the promotion of the modern cultural construction and science progress. Since then, many better installed and better staffed libraries have been open to the public. Under the influence of the "long march of science" in the middle of the 50's, people from various professions and positions crowded into libraries for services. Libraries of different types, either old or new, faced the serious problems of services providing, in quantity as well as in quality. Through a series of meetings and conferences, both administrative and professional, a number of measures and regulations were formulated. Besides the regular library education in colleges, there were also many in-service training activities as supplementary

measures to enhance the library development. Popular doctrines, such as "library open to the public", "readers first", "to provide services in a thousand and one ways", activated the libraries work. Readers service began to be considered as the central link and the best criterion of the libraries. For the promotion of development, new techniques and theories were discussed in various workshops and seminars, topics such as: charging systems, statistics analysis, refusal analysis, services for different people, reference services and techniques, users training, reading rooms organization and services organization, etc. Research on the basis of actual services improved services, and the better services led to the further research on reading. It is the turning point of the development of Chinese library and the prelude of the library performance beyond the traditional manner. Though the research topics were limited to preliminary surveys, actual experience summations and readers analysis laid the cornerstone for reading research with reader's needs in mind.

With the conclusion of the 10-year "cultural revolution" turmoil and the convening of the Third Plenary Session of the Eleventh Central Committee of the Communist Party of China, a series of political, economic and cultural policies were formulated and conducted. The four modernizations encourage the whole nation and, consequently, more readers crowded into the libraries. However, with the puzzled phenomena of the highly increasing tide of literature and various forms of media, it makes the problems more difficult to be managed. It is a challenge, and also an opportunity. On the decision of the continuous implement of "open to the public" and for the improvement of the library services, research works must go ahead. In recent

years, the research work has done in various branches of the library field. Among those, reading research is the most active one. It is carried on with readers on one side and the library collections on the other, and the librarians as the linking part.

Based on the doctrine of the "right book for the right people at the right time", libraries must know the readers well and be aware of their actual needs. Libraries make various surveys by registration records, direct observations to divide readers into groups, by profession, social position, cultural level, major field, age, sex, taste, hobbies, etc., to find their common needs in general conditions and particular needs in special occasions and then compare their needs with what they have read and what libraries have possessed. Through surveys and observations of their reading behaviors, libraries have drawn various patterns of needs, interests and motives in reading, reading abilities, skills, and trends in reading. Through data analysis, the conclusions are: readers in different libraries do have some aspects of generalities and singularities by groups. Adults from different positions with academic background want to read what is new in his major field, including new techniques and materials in the reluctant fields to enlarge their views. Professors and scientists, pure scientists and applied scientists need new books, periodical articles and other types of materials differing from each other. Adults from fields of industrial and agricultural frontiers, owing to the different working conditions, need well-selected and highly-condensed materials. Then, under the new economic policies, the so-called "specialized production units" — the cooperative factories and family owned farms, come to libraries for service. They run factories and

individual farms on small scales, with active power and potentials, in the suburbs of big cities and towns. After what they read from the libraries, they see the direct effect of reading, the importance of scientific techniques, the economic value of information, they claim items of highly selected and condensed materials and data for reference. Most of such services have been done by provincial and other local libraries with the support of big libraries nearby. Experiments have been reported from Sichuan, Jiangsu, Anhui, Hebei and other provinces. This new group of readers evaluates the services highly as a kind of economic investment, and want to pay for the services beneficial to them. The Liaoning Provincial Library has given such service by extracting 500 million words from books and articles into abstracts for particular needs. Another group is the young people want to be better educated and better employed. Middle school students, and primary pupils who want to learn more about the "mysterious world" also come to the libraries for books in a variety of interests. A big number of the young people is those whose middle school years were interrupted by the "cultural revolution", with the particular intension for college training in special fields. A number of libraries have done a lot in helping them picking up subjects in high schools. Many of them have finished their degrees and worked as teachers, technicians, physicians, philologists, engineers, journalists and other certificated employees. College students want to obtain further readings of their college courses, and at the same time, also want to find something new and interesting to his subjects in a wider scope. Besides, many people, with the variety of age, want readings for recreation. They ask books not only in the light nature, such as poetry, novel, prose, sewing, cooking, environment

decoration, etc., but many of them ask for books on laws, history, politics, sociology and philosophy.

For readers, the library services are much more concerned than reading space, open hours and open shelves. What they want are the effective use of the library installation and the materials collected as well as the new knowledge, with the strong consciousness of the age. Libraries must give services in multi-series and multi-levels to keep pace with the progress of the new era. Some people have suggested to found a branch of library science as "readers research" to cover various contradicts in the field.

With researches carried on, another topic is the methods of reading and the activities occurred during the reading. It is a newly recognized "hot" subject. Some insist to divide the methods adopted into two categories, namely: browsing and reading. The former means glancing over in a quick manner, suitable for a great deal of materials to be read. The latter means reading carefully in the traditional nature. Some, according to Voigt, divide the reading methods into three categories, namely: everyday approach, current approach and exhaustive approach. Some libraries around such reading activities provide various services to readers, especially in the course of the exhaustive approach, helping them to use the reference tools effectively, with retrospective surveys, and, sometimes, even compiling bibliographies for them.

Some treat the methods in a different sense. It refers to the techniques readers used in their reading activities. They emphasis

better skills used in reading and the importance of reading habits, and suggest that the libraries supervise people to cultivate the reading abilities on the better understanding basis and the proper reading process on a continuous sequence by the guide of selected bibliographies. It is more important to the young readers. Researches have been made in public libraries and college libraries, with direct observations and surveys, and prominent effects have been obtained. With the reference of famous Chinese and foreign historical scholars as Zhu Xi, Hu Shi, Lao She, R. M. Gagne, and some others, they propose that libraries should teach readers the methods of reading with various reading lists in a continuous sequence for better reading effects. In application of principles and rules to combine the visual remembrance and the logical remembrance, on the basis of proper understanding, with the cultivation of the good skills and habits in reading. It should emphasize the aims and intention in reading. Youth in the college years are at the stage of physiological and mental development, especially the freshmen, facing the transition of outer and inner environments and the new situation of learning, libraries should give the course of library utilization and library services; the proper methods of reading would teach the readers the method of browsing and of reading by the guide of selected reading lists and other reference tools. For the juniors and seniors, through the basic training courses, they enter into the stage of special courses of training, from further readings they would find interesting topics for field work design and thesis writing. Under the library supervising of literature-retrieving techniques they learn the method of materials-collecting and information analysis, with their actual needs in mind. A number of libraries have short courses on users training and lessons

on reading methods with the application of the principles of methodology and actual experiments of some scholars and specialists. So there is the suggestion of another branch of reading research as "methodology and readers-supervising".

During the reading process there are many psychological factors involved, which influence the reading behaviors and the reading effects. And the psychological factors are effected by reading skills, habits, abilities, temperament, emotion, interest, taste, intention and aims in reading. As principles dealt in the field of education psychology, they are related with the library installation, organization of the catalog system, performance of computer system and on-line services, and the quality of the services of the library. Some claim that the services should be provided by the library to improve the atmosphere for the better reading effects. All these will close the relation between the library and the readers on a scientific basis. Some libraries have invited reader representatives as friends and consultants to join the activities and services of the libraries. Some have chose "best readers" for tests in better management. People also have suggested to found another branch as "readers psychology" to discuss the problems from the inner and outer environments which influence the reading behaviors.

Many public college and special libraries face the urgent needs of well-selected and highly-condensed information services. They have begun to establish various data bases, either manual or computerized, from their own collections, and have dealt with bibliographical control on a source-sharing basis. Some have organized corporations

with the help of reader specialists to analysis and disclose information in depth from what the libraries have possessed, such as Sichuan and Liaoning and a number of other libraries. The idea is that, in the new era, books are not only media carrying knowledge for readers to gain through the process of reading, but also media of information to be disclosed and transmitted to their users. Libraries should play the role of the integrated part in the socialized information network, as well as the social university with the public's services for readers.

Through the brief overview of the new achievements in reading research in the People's Republic of China, we can see the current trends of the Chinese library development as follows:

1. Library function enhanced as social university for continuous education, life-long education, and also the centre of information concurrently;
2. Services in multi-series and multi-levels, not only limited in the library building in the passive manner, but active services sent to the industrial and agricultural frontiers;
3. Readers needs in a variety have promoted the development of information processing in libraries, which will induce the profession of information processing, thus making readers face the transition of readers to users of information;
4. New branches of research differentiated side by side with the new techniques and installations provided, promote better services on the basis of resources-sharing and network information transferring.

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Round Table: Research in Reading

149-READ-3-E

THE STUDIES OF THE YOUTH'S READING

IN THE SOVIET UNION

by

V.D.Stelmakh,

chief of a sector on sociology of reading and library

Lenin State Library

Moscow, USSR

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Situation Under Study

The study of the youth's reading in the Soviet Union is an independent scientific direction with the established methods and techniques of collecting and analysing information. This work is an integral part of the state cultural policy. As it was stressed at the 27th Congress of the CPSU, "...it is the duty of the older generations to do everything they can for those who will replace them to be still more intelligent, more capable and better educated, worthy of taking the baton and carrying into the future the ideals of justice and freedom"[1].

Research into the youth's attitude to books and reading is conducted by the sociological centres of the USSR Academy of Sciences which study the socio-demographic pattern and way of life of various groups of the population[2]. Specialized units which deal with the child's and adolescent's stages of the development of an individual exist at the research centres of the USSR Academy of Pedagogical Sciences[3]. The cultural institutions and libraries, first of all the V.I.Lenin State Library of the USSR, the State Republican Youth Library and the state libraries of the Union Republics, are an important element of this organisational system. A number of major national and local studies of the young readers' needs and habits, structure of leisure time and age specific features of the reading have been carried out under their guidance[4].

The sociological units of other socialist countries also conduct research in this sphere. The range of their research is rather wide and embraces different age groups and

various aspects of youth's reading. The universal features of youth's reading and library use in the socialist countries were revealed in the process of two international comparative studies and were reflected in the joint publications[5].

The range of the problems tackled by the V.I.Lenin State Library of the USSR in the process of its research work changed and deepened. Thus the 1960s can be viewed as a period of extensive work which drew the general picture of the young people's reading and showed the youth's interests and preferences in this sphere (favourite authors, writings, genres, themes, etc). These studies can be classed with equal reasons as relating to sociology, social statistics, pedagogics and librarianship.

By the 1980s, the scientific approaches to the youth problems differentiated, and the theoretical principles and research methods, specific for each discipline shaped up. At present the sociology of reading has defined its own specific topic area embracing: youth in reading public structure, role of literature in socialisation; books and mass media in leisure time use; types of young readers; library within the system of other social institutions (school and family); readers' attitudes, expectations and specific features of text perception; readers' con-ceptions and self-concepts; library image of young readers; youth's reading and library use dynamics etc. The youth's social and cultural problems emerge at a certain stage of the intensive development of society, sophistication of its structure, differentiation of socio-cultural subsystems and institutions[6]. The fact that the Soviet researchers pay

special attention to various youth problems, including its access to book culture, is a clear evidence of dynamic development of the society. The conducted research has revealed not only the universal tendencies but also nationally-specific characteristics of the youth's reading resultant from the diversity of the cultural and historical conditions, traditions and customs in different areas of the Soviet Union. In this connection, they can be of use in carrying out cross-cultural research projects on a wide international level under the auspices the IFLA.

The increased number of concrete theoretical and empiric studies, elaboration of new research projects, constant attention of the IFLA specialists and units to the youth problems seem to be highly appropriate. Still, the scientific experience of research teams in different countries (research problems, their organisational status and professional values, sociological techniques, standards of collection and interpretation of material etc.) has not yet become an object of secondary sociological and methodological analysis. On the one hand such analysis would make it possible to estimate the present level of sociology of youth reading and perceive the trends of further research work. On the other hand, it would itself become a specific method of youth's reading research.

Therefore we consider it desirable to prepare under the auspices of the IFLA Round Table a series of experts' surveys of the theoretical and empiric studies in youth's reading in different countries and regions of the world.

Some Data

Sociologists from developed countries state a decline

in the youth's interest in reading. In our opinion, this claim is based more on the increasing TV orientation of youth's leisure than on the exact data of comparative dynamic studies.

We have obtained data proving the indisputable priority of audiovisual means in the structure of leisure. These means become a kind a "parallel school" for the youth. Nevertheless young people of 15-25 remain the most active category of readers. In the USSR they account for about 40 per cent of public libraries' users; 62 per cent of them can be qualified (according to our criteria) as permanent readers because they borrow more than ten books at the library a year.

Our colleagues in other socialist countries have noted similar tendencies: children and young people account for 80 per cent of the rural libraries users in Poland; the 25-year-olds account for the greatest number of books read in the libraries of Poland and the GDR; the 15-18 year-olds are the most active library users in Hungary[7].

These young readers' high activity, (despite the increasing TV-viewing hours) is connected not only with study need but also with the special role of literature as a source of reflection and cognition of the world in the situation of shortage of young people's own life experience.

We have already noted the differentiation in the functions of mass media and books, which deprives their interrelations of the competitive character[8].

Illustrative of this is also a comparison of the TV programmes favoured by the youth with their favourite literary genres:

Feature films and entertainment TV programmes;	historical novels; detective an adventure stories;
information programmes;	sci fic;
sports programmes;	love stories

The difference in attitudes towards book and TV deepens due to the "instrumentalisation" of reading and growing orientation to non-fiction.

The studies of the youth problems by the Soviet researchers show that the independent reading activity now begins at earlier age stages, which testifies to the acceleration of the processes of the cultural self-determination of young people. The beginning of an individual's independent cultural activity can be marked by transition from the full subordination to adults' recommendations to an independent choice and purchase of books. While in the 1950s this transition took place at the age of 15-17, in the 1980s it occurs at the age of 12.

The peak of the reading activity is observed at the age of 16-17 (end of schooling). Entering employment, marriage etc. which are accompanied by a change in the way of life and attitudes are marked by a drop in the interest in reading. According to the Hungarian sociologists who carried out one of a few interval studies with constant sample the number of individuals who practically do not read books has jumped from 7 per cent (students) to 37 per cent for 29-year-olds in just over a decade[9]. This decline is explicable and, therefore, one should hardly regard it as a process of "socially organised deculturing", as R.Escarpit puts it. Already at the next stage

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of life there emerge new powerful stimulators to the reading activity (pursuance of a higher professional skill, promotion, pursuance of a higher cultural status, upbringing and education of children, etc).

Reading development of the youth is not a smooth ascent to readers' maturity but a leapwise process with its ups and downs at different age stages. Each stage is characterized by its own level of the reading activity and by a specific attitude to books and reading (expectations, motives, concepts and perception). The specific features of each stage should be analysed and described.

Problems and Prospects

The sociologists note the necessity of revealing the age dynamics of readers' characteristics. As a rule, the majority of researchers choose one, in most cases comparatively narrow age group. It is impossible to put these fragments together and thereby to obtain an integral picture of the readers' development due to absence of universal parameters and criteria of differentiating the young readers. There are virtually no independent works registering all the stages of this process, beginning with early childhood.

While studying the reading of small towns residents in the USSR, an attempt was undertaken to collect and analyse the respondents "readers autobiographies" written at our request. But the sociological material of this kind is aimed at accomplishment of different research tasks - studying the subjective characteristics of readers, their self-concepts. That is why we consider B.Luckham's proposal

to conduct in different countries longitudinal studies registering year-to-year distinctions in the youth's reading to be worthy of attention[10].

However, we do not view as justified the absolutization of the age factor which is regarded by most of the researches as the main and sole differentiating criterion. The usual age "net" gives no chance of revealing the influence of other objective factors on the young people's reading, for instance - changes in the way of life (end of schooling, entering employment, marriage etc.) that upset the entire pattern of leisure and attitudes. For this reason, the Soviet sociologists introduce a comprehensive notion of "stages of the life cycle" which implies correlating reading with the changes of the social status, roles, values and norms at different periods of life[11].

The youth's attitude to books is undoubtedly influenced by various social phenomena and processes, which gives rise to a plurality of sociological concepts. Each of them refers to its own specific topic area of the youth's reading. Attempts to design an integral universal research scheme which could comprise the whole diversity of researchers' ideas and interpretations are hardly reasonable. It is more expedient to reveal the aspects of social reality with which some specific research objective should be correlated.

The problem of effectiveness of the young people's reading can be regarded as such. Representatives of different disciplines (educators, specialists in literature and others) impart different meaning to this notion, that reflects the difference of their professional goals. The sociologists view

effectiveness of reading as assimilation by young people of the social values and standards, patterns and models of behaviour, offered by literature. In this case, the development of social and spiritual make-up of the younger generation becomes the result of reading.

The model of an individual can be accepted as the basic element of this research scheme. It is preset by ideology both of society as a whole and of different communities which a young individual joins at some or other stages of his life (parents'family, student body, groups of peers etc.). The subsequent elements of the research scheme are: social values reflected in literature; their perception and assimilation by readers in the process of reading; techniques of socialization specialised facilities for storing, reproducing and translating value patterns (library stocks, mass communication media etc.).

The proposed approach does not in the last exhaust all possibilities for studing the youth's social and cultural self-determination by means of literature. There are still quite a number of concrete problems, requiring special attention, the problem of literary socialization being one of them. It is the problem of particular interest to us. Low cultural standards of the youth's reading, insufficient knowledge of literature and poor aesthetic taste, absence of an unceasing need in books and of a developed reading habit which have been revealed by our studies present the most alarming phenomena of the present-day reading situation. One could hardly explain it by the libraries' ineffectiveness and imperfection of the literary-education system.

It requires a multiaspect social and cultural analysis of the value status of book and literature, of the literary norms and standards, and of the system of their reproduction and introduction into actual culture through social institutions for youth education - library, family, school, mass media etc. A cross-cultural analysis of the existing systems of literary socialization will make it possible to define types of literary culture in their historical perspective.

A few Words in Conclusion

We have touched upon only a small portion of what has already been done by the Soviet researchers and the work lying ahead. The research in this field has a broader social sense as a reminder of our responsibility to young people and for them. The insuffiency of reading experience and the low aesthetic standards make the youth most defenseless against low literature flooding the book market. As the result of the lack of aesthetic distance and of understanding of the symbolic character of art, young people identify life with literature, and themselves - with literary characters, who acquire a role of the social model. The characters of paraliterature - supermen professing the cult of violence, racism and misantrophy, destroy the harmonised image of the world and the system of fundamental humane values and norms of the youth. The ban of books of this sort in the Soviet Union and a number of other states is a measure aimed at preserving and maintaining the cultural and intellectual health of young people.

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International Year of Peace, proclaimed by the UN General Assembly following International Youth Year, serves as a reminder of our common responsibility to the rising generation for the destiny of culture and civilization. The youth, no matter how active they are, are unable to solve the pressing problems of mankind's present and future on their own. But they are a responsible partner in our common efforts to preserve and strengthen peace.